Mu'tah University
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The Effect of Using Target Language on the Achievement of Third Secondary Grade Students in EFL Classrooms in Saudi Arabia

Prepared by
Mohammed Mazyad AlGhadhbani

Supervisor
Prof.Majid Al-Khataybeh

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Dedication

This work is dedicated to my : Mother, Brothers and Sisters.
And to all my freinds

Mohammed Mazyad AlGhadhbani

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The Sincerest gratitude goes to my advisor, Dr. Majid Al-Khataybeh, who accompanied and encouraged me during the difficult times and kept resourcefully guiding me on finishing this job. His intellectual inspiration and suggestions helped me triumph over the hindrances I encountered. Without helped his precious guidance, this work would have been unachievable.

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Mohammed Mazyad AlGhadhbani

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Abstract

The Effect of Using Target Language on the Achievement of Third Secondary Grade Students in EFL Classrooms in Saudi Arabia

Mohammed Mazyad AlGhadhbani

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This study aims at investigating the effect of using target language on third secondary grade achievement in EFL in K.S.A.

The sample of the study comprised of (94) male and female third grade secondary school students: 45 female students; 49 male students from Al-Grayet secondary schools during the second semester 2012/2013. The sample was randomly selected.

Results of the study showed that there was an effect on the third secondary grade learners' achievement due to the use of the target language. In light of the results of the study, some recommendations were recommended to the concern.

الملخص

اثر استخدام اللغة الاجنبيه في تحصيل اللغة الانجليزية لطلبة الصف الثالث الثانوي في المملكة العربية السعودية

محمد مزيد الغضباني

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هدفت هذه الدراسة إلى الكشف عن أثر استخدام اللغة الأم في تحصيل اللغة الانجليزية لطلبة الصف الثالث الثانوي في المملكة العربية السعودية.

استخدم الباحث المتوسطات الحسابية والانحراف المعياري، وتكونت عينة الدراسة من (94) طالبا وطالبة في الصف الثالث الثانوي في ثانوية القريات، (45) طالباً، و (49) طالبة خلال الفصل الدراسي الثاني 2013/2012 تم اختيارها عشوائيا. أشارت نتائج الدراسة إلى وجود أثر في تحصيل الطلبة لصالح المجموعة التجريبية يعزى لصالح استخدام اللغة الأم ، وفي ضوء النتائج التي توصلت إليها الدراسة تم اقتراح مجموعة من التوصيات لذوي العلاقة.

Chapter One
Introduction

1.1 Theoretical Background and Significance of the study

The history of English as a foreign language methodology has displayed changes in theories about the nature of the language and grammar translation method where the use of the mother tongue in foreign language instruction is a controversial topic. This method dominated European and foreign language teaching from the 1840s to the 1940s. Brown (2000) says that looking back on history of teaching English, it is apparent that " English-only" policy is the main principle of the " direct method", which followed " Grammar Translation" and enjoyed considerable popularity through the end of nineteenth century and well into the twentieth. Moreover the direct method did not take well in public education where the constraints of the budget, classroom size, time, and teacher background made such a method difficult to use. Furthermore, the direct method was criticized for its weak theoretical foundation.

Venkateswarn (2002) stated that the most important principle characteristic of the grammar-translation method as :

The student's native language is the medium of instruction, it is used to explain new items and to enable comparisons to be made between the foreign language and student's native language.

In the development of language teaching, the place of the mother tongue has been subjected to violent swings of the pendulum, depending on which theory of learning or which methodology happened to be secondary at the time. The use and abuse of mother tongue in the EFL classroom is often a respective role of native and non-native speaker teacher of English and the place of the target culture and local culture in the learning process. Chen (2006). He also reported that " within the field of applied linguistics, researchers have different views concerning the process which underline learning a second or foreign language.

Ellis (1994) stated that L1 is source of knowledge which learners use both consciously and subconsciously to help them shift L2 data in the input and to perform as best they can in L2. Precisely, when and how this resource is put to use depends on a whole host of factors to do with the formal and pragmatic features of the native and target languages.

Although it may appear contrary to common sense, maintaining and developing one's native language does not interface with the development of L2 proficiency.

Auerbach (1993) stated that integrating students' learning and give their education experience can enhance students' learning and give their language a status more comparable to that of English. Collins (2002) proposed using and valuing students' native language in schools and

classrooms to support and enhance the students' learning because they themselves are directly valued. Horney (2006) indicated that the development of native language skills and native language instruction in academic content and cognitive development will support the growth of their self esteem and their English abilities.

Zhang (2000) stressed on the use of the mother tongue in EFL classrooms because it is the most efficient instrument for learners to organize their thinking and learning cognition. Thus children L1 ability will be determined by the degree their cognition of the world and influence of the amount of knowledge they can digest. Moreover, not only is the mother tongue important to cognitive development, but also the origin where children obtain the sense of identity and attribution. She considered that children will be misled to look down on their native language, even to feel inferior to English due to the exaggeration of English in other children second language acquisition.

Harbord (1995) traced the following advantages of the use of the mother tongue in second language classrooms:

1-Facilitating teacher- student communication

2-Facilitating teacher- student support

3-Facilitating learning

Atkinson (1987) discussed some general advantages of using the mother tongue in using EFL classroom as follows:

1-Eliciting language to the learners and to all levels.

2-Checking comprehension of the concept behind a structure.

3-Giving instruction and explaining activities and structures.

4-Testing instruction and explaining activities and exercises.

5-Presentation and reinforcement language.

Turnbull (2001) shed more light on the use of the mother tongue indicates that it is efficient to make a quick switch to L1 to ensure that student's understand a difficult grammar concept or an unknown word, besides he suggests that use of the mother tongue depends on the characteristics and psychology of the language, and the level of learners.

Uram (1992) assured the idea of using the native language in ESL when all students have the same native language and English alternatively in class; providing reading material in the native language followed by discussion in English.

Collins (2002) suggested the basics for using L1 in EFL classrooms as follows: L1 is most useful at beginning and low levels, if students have little or no knowledge. L1 can be used to introduce the major differences between L1 and L2 where the main grammatical characteristic of L2 that EFL learners should be aware of that it gives them a head start and saves a lot of guessing.

Native language use and development have psychological benefits and serve as practical pedagogical tools for providing access to academic content allowing more effective interaction, and provide greater access to prior knowledge in addition to socio- political rational for the use of L1 in EFL classrooms (Auerbach,1993). However, many methodologists emphasize the importance of the first language (L1) in understanding the second language (L2) (Al-Makhzoomi and Amin,2005).

Canagrarahah (1995) proposed that some useful function code switching could serve for classroom management and transmission of lesson content. Moreover, the use of student's native language can also increase their openness to learning by reducing the degree of the language and culture shock they encounter.

Second language research shows that the levels of proficiency in the first language has a direct influence on the development of proficiency in the second language (Al- Exander,1994). Also, mother tongue is used to make sure whether learners understand what is being taught or not. So in effect, no matter how hard they try, the L2 or foreign language students will always be influenced by the L1 (Brown,2000). It is possible to " think directly" in target language once having learned to thinks in first language (Weschler,1997).

Regarding when to use the native language in EFL classroom, during speaking activities there is very little justification for using L1 in creative exercises and games, L1 is largely appropriate when instruction cause frustration. The same applies to listening comprehension, then students should use the L2. In pronunciation drills, the use of the L1 is inappropriate except explaining abstract vocabulary (Elley,2000).

If a word is simple enough to define in L2, students are not supposed to use L1, otherwise they are so much dependent on L1, if the class is not communication, then students will have to demonstrate strategies for overcoming difficulties: " I'm sorry, I don't get it, " or" what do you mean?".

Chen and Huang,2003 suggest that translation as a teaching tool needs to take into account the transitivity of verbs, syntax, collocation, and connotation. They listed the following guidelines for avoiding the fallacy of equivalence between L1 and L2 :

1- Ensure translation in the context- task learners in the situation they found the word or where they want to use it.
2- Point out culture aspect of the language.
3- Check equivalence in the terms of register.
4- Check whether words are part of fixed expression- translate expression.
5- Translate collection not single words.
6- Point out connections.
7- Use visual (house, rooms …………. etc).

8- Point out difference in shape,use,location and time.

Researchers believe that learners must not use their native language in foreign language in mainly classroom at all the agreement against using the native language is mainly based on the behaviorist psychological theory. Also, they suggest that learners use the native language when they find their knowledge of the target language is lacking and they consequently in their use transfer from the native language to fill the gaps in their knowledge (Brooks,1964).

Theoretically, the issue of the effect and the influence of the mother tongue on the second language could be discussed with reference to the contrastive analysis theory henceforth (CA), and error analysis theory henceforth (EA), where you can predict the area of difficulty by comparing the native language of the learner with the foreign or target language. Contrastive analysis theorists believe that previous knowledge to the mother language affects the learning of the second language. As reaction to contrastive analysis technology, error analysis (EA) has been introduce as surrogate. In fact both CA and EA have their merits and shortcomings. Whatever their difference, the two approaches acknowledgment the ineluctable influence of the first language (L1) James (1990). Thus far they are not deemed as surrogate for each other but viewed as complementary components, in the words of Al- Ibrahim (1996) learners should be viewed as complementing each other rather than as competitors for some procedural period of the place."

Taylor (1975) defined interference as :

The use of elements from one the language while speaking and may be found at the level of a pronunciation, morphology, syntax, vocabulary, and meaning.

Many EFL studies investigated this phenomenon at the level of phonology and syntax, other studies suggest that transfer also operate at the level of discourse. (Abu- Afeefeh,1987; Weschler,1997) said that: linguistic interference has there levels: phonology, morphology, lexicon and syntax.

It is clearly seen that L1 transfer differently affects the four language skills.

1.2 Statement of the Problem

Many teachers of English as foreign language in Saudi Arabia complain of the low level of their students in English as foreign language. (Al- Ibrahim, 1996), states that students are unable to write a simple meaningful sentence without committing an error. Such a picture deserve to be conducted to investigate the effect of using the native language on EFL students. So, the researcher may consider it as one of the reasons behind the weak academic level of the students, or that why it has a positive effect.

This would contribute to the development of the present situation of EFL teachers in Saudi Arabia .

The researcher feels that it is worthwhile to examine whether using the native language in teaching foreign language has negative or positive effects on the achievement of the students, hoping to improve the quality of teaching EFL in Saudi Arabia, also the main aim of the study is to suggest relevant pedagogical implications that are suitable to EFL methods of instruction.

1.3 The Purpose of the Study

The purpose of this study is to investigate the effect of using target language on the achievement of third secondary grade students in EFL classrooms in Saudi Arabia

1.4 Questions of the Study

To achieve the purpose of the study, the following questions are to be answered :

1. Is there an effect of using the target language (English) on the achievement of the third secondary grade EFL students at Al Grayat directorate of education?
2. Are there any statistically significant differences in the 3rd secondary grade students' achievement in English due to their academic level (high, low)?
3. Are there any statistically significant differences in the 3rd secondary grade students' achievement in English due to their gender (male, female)
4. Are there any statistically significant differences in the 3rd secondary grade students' achievement in English due to the interaction between group and gender?

1.5 Definition of Operational Terms

The following terms will have the following associated meaning:

Target Language: is English Language.

Achievement : the students scores that will be gained on the prepared achievement test.

1.6 Limitations of the Study

This study is limited to the following:

1- -The third secondary: male and female students in Al-Grayat directorate of education during the second semester 2011/2012.

2- -Two units (unit 5 and unit 6); Unit 5 is entitled "Calligraphy" and unit 6 is entitled "King Fahad's Project for the Extension of the Two Holy Mosques", will be taught for conducting the study.

3- The achievement test.

Chapter Two
Theoretical Frame Work and Review of the Related Literature

This chapter is divided into Theoretical Framework and Review of the related literature

2.1 Theoretical Framework

Using the target language in the classroom is good practice in language teaching and is something that teachers often find challenging. However, if introduced from the very outset when learning a new language, the students will accept this as the norm and reap the benefits of being immersed in a supportive language learning environment. A target language can either be a language that a non-native speaker is striving to learn or a language that a translator is striving to translate into another language. In the first instance, the non-native speaker may be trying to learn a majority language in which his or her language is the minority language, or the motive may be for other purposes. In some instances, a person's native language may be lost or replaced with the target language. This often happens when the person speaking the target language moves to another country at a very young age (Rivers, 1988).

The native language can also be called the mother tongue or the first language, while the target language may also be referred to as an auxiliary language. The first language of any individual is the first language that the person learns from childhood and the language that such a person is most comfortable speaking. For instance, a Spanish person in an English-speaking country may learn the English language; however, such a person may be most comfortable speaking Spanish since that is the language of his or her childhood (Nerenz and Knop, 1982; Gaies, 1985)

An individual may forget the native language of his or her birth and early childhood in favor of the new language through a process known as language attrition. In this sense, the native language may be replaced by the target language since the individual has attained native-like proficiency in the target language to the detriment of the native language. Some people find it hard to achieve the kind of proficiency in their target language as manifested by the native speakers when they learn the language as adults. This may be observed in the form of errors in intonation, fluency and the misplacement of emphasis during pronunciation.

In the case of translation, the native language or the language from which a translation is to be made is known as the source language. The language to which the translation is to be made is the target language. Translating a language from its source to a target can be a little tricky due to the propensity to carry over some personal interpretation or personal

idiosyncrasies that may not be generally acceptable. For instance, a person translating a proverb from a source language to a target language may translate the proverb in a manner in which he or she understands it, not necessarily the faithful translation. The ability to maintain faithfulness in translation is known as transparency or faithfulness.

It is relatively easy for a teacher to use the target language 100% of the time, provided that use is also made of gesture, visuals and using students as interpreters. It is important to remember to make the language simple enough for the learners to understand, especially when explaining grammar points and to use the board to give written and pictorial examples whilst speaking.

Slightly harder to achieve is for students to use the target language 100% of the time and the teacher will need to be clear that this is the expectation from the outset if students are to embrace the concept. Posters giving assistance with common expressions will help as will reminders to the students should they be tempted to lapse into English(Grittner, 1985).

Classroom language is the routine language that is used on a regular basis in classroom like giving instructions of praise, for example “Take out your books” or “Please sit down”. This is language that teachers are used to using and students are used to hearing, but when teaching a language it takes a while to learn this part of the language. Knowing these language basics reduces the amount that students are forced to use their mother tongue and increases the amount of the target language they are using; it makes the language classroom environment more authentic.

Many language teachers, especially those who are just beginning their career, express anxieties about using the target language in the classroom. Often, teachers find it difficult to strike a balance between using local language (or language used at home) and the TL in the classroom. Although using the TL can cause some stress, it is very important to do so for the process of language learning.

Firstly, the use of the TL in the classroom greatly increases the students' exposure to the target language. This is very important, especially in foreign language classrooms where the TL is not heard outside of the classroom context. The goal is to make the context as close to a second language context (where the TL would be heard outside of the classroom) as possible in order to give students maximum exposure to the language.

Secondly, by using the TL in the classroom, students are receiving more comprehensible input (Krashen) thus leading to more complex language structures. By using the TL, students are not only learning ‘about’ the language but also learning ‘through’ the language. Certain classroom commands or common expressions can be acquired through routine use.

Lastly, using the TL in the classroom can provide a source of modeling for the students both in regards to the production of the language

and the attitude toward the language. If the teacher is able to show proper use of the language daily, students can use that teacher as an example or model for production. In addition, if the teacher treats the language as more than just a subject for study but shows the value of the language by using it, students will be more likely to gain a better appreciation for the language (Krashen (1982).

There are many different approaches to teaching foreign languages. Many older approaches are outdated, and have been proven unsuccessful, yet are still being used in foreign language classrooms at both the high school and the college levels. The older methods, usually involving meaningless drills and the foreign language taught in the native tongue, stem from a method which was designed in the 1950's, called Audio-Lingual Methodology (ALM). This method puts the instructor at the center of the classroom, and involves little interaction between students. The conversation is stilted and unnatural, and bears no pertinent meaning to the student. Meaningless drills are at the center of the communication, whereby the student fills in the grammatical endings into the sentences, not even needing to understand the content of the sentence at all.

Newer, more effective methods, such as Communicative Language Teaching (CLT) is a revolutionary way in which foreign language is taught. Although it takes more effort and creativity on the part of the instructor, CLT is a much more effective tool in teaching foreign language in the classroom. In CLT, the instructor generally teaches the second language entirely in the foreign language, even at the early levels of learning. The students communicate to each other and the instructor using meaningful sentences, and grammar instruction is almost never explicitly taught, instead it is implicitly taught through activities which involve games, "cultural artifacts", or props. The students are much more involved in CLT, and generally retain what they have learned much more than through ALM. With communication at the forefront of learning, the student, after several weeks, will already have an astounding ability to converse in the second language.

Communicative Language Teaching offers many areas and resources for the student, which the more outdated methods fail to offer. For example, the Communicative Method focuses strongly on the role of communication in the classroom, which is pivotal in the language learning process. It also opens up the world of Communities, or, language beyond the walls of the classroom, which can lead to a lifetime of language learning. When the student feels comfortable with their communication ability, they will (hopefully) not hesitate to use this ability in the outside world. Another resource the student will have is comparisons, which allows them to compare and contrast the target language and culture with their own culture, thus exploring both worlds with an eager mind. Connections is

a further area they will be given through Communicative Language Teaching, which will give the students a basis to acquire new information and skills, based on the knowledge they have acquired from the target language. Finally, their exposure to the new target language's culture will open a world of ideas and possibilities to them, and help them in understanding important cultural ideas and world topics (Asher, 1988).

These resources are indisputable in language teaching as being vital and helpful and going a step beyond simply teaching the beginning students basic grammar and meaningless phrases. Communicative Language Teaching, used properly in the classroom will connect them with these new resources, and will give them many more assets than they would previously have had with other teaching methods.

By using Communicative Language Teaching in the classroom, the students will feel more involved in the learning process. They will be more motivated, and will potentially learn more of the language at large, as opposed to using a more outdated method, such as the Audio-Lingual Method. By allowing the students to connect the phrases and exercises to an integral and meaningful part of their daily and personal lives, they will take the language to a deeper level, attaching meaning to what once were random phrases, but are now relevant, purposeful and substantial phrases about themselves. As the teaching of foreign languages in the classroom continues on into the future, CLT is certainly taking it into the right direction (American Council on the Teaching of Foreign Languages, 1985).

Above all of these studies it seems very important to study the effect of using target language on the students achievements , most of the previous studies showed that the more uses of target language improve the level of the students .

Al- Shwater (2012)examined and explored the effect of Using the Target Language on the achievement of 3rd grade students

Population of the study involved 72 students from Tabuk schools in KSA during the academic year 2012. A test and a questionnaire were developed to achieve the aim of the study. The study recommend that EFL teachers have to make good use of Target language in the classrooms to improve their students level in English .

2.2 Review the Related Literature

Shiyadi and Khataybeh (2012) investigates Omani teachers' use of their mother tongue in cycle 1 schools. It investigated the situations in while the Omani teachers resort to using the mother tongue (MT) while they are teaching English in Cycle 1 schools.

The data generated for this study was collected using a questionnaire for teachers. The data generated from them was analyzed quantitatively using SPSS. The teachers were investigated according to their teaching

experiences and the level they teach. The total number of teachers who participated in this study is 50 teachers.

It was found that the teachers' main use of Arabic was for explaining and clarifying vocabulary and grammatical rules. The language domain, therefore, was the most situation which the teachers use MT. it was also found that years of experience and the teaching level do not affect the use of MT in the English classroom. That is because of the positive attitude to teachers toward the use of MT in cycle 1 and the random distribution of English teachers in cycle 1 schools.

Al- Khataybeh,2012 conducted a study aimed at finding whether there is a significant effect of using the native language (Arabic) in English as a foreign language classroom on students' achievement at AI-Mazar Educational Directorate.

To accomplish the purpose of the study, the researcher prepared two achievement tests to show the effect of using the native language in English as a foreign language classroom on first secondary students. The students were subjected to a pretest to measure their proficiency in English. The achievement tests have ended up with implications that have been considered to be sufficient for the purposes of the test in terms of validity and reliability. The reliability of the pretest was (0,83), and (0.88) for the post-test. As for the validity the researcher has submitted the tests to a jury of specialists in the faculty of Educational Sciences, English Language and Arts, and teachers of English who teach the first secondary classes at AL-Mazar Educational Directorate.

The data received have been analyzed by using two way (ANOV A). The study has yielded that:

There are statistically significant differences at the level of (a = 0.05) in first secondary students' achievement that can be attributed to the effect of using the native language (Arabic) in English as a foreign language classroom. The first group studying English alongside with Arabic ranked first in the means of marks (30.01). Meanwhile, the second group studying English without any reference to Arabic language scored the second place with means of marks (27.456).

Al – Makhzoomi and Amin (2005) studied the effect of using Arabic in EFL classes. To achieve this purpose, the researchers distributed a questionnaire about their use of Arabic in EFL classes to the teachers and students of ordinary- level English at Rawdet Al- Ita'aref school in Amman, Jordan. The results of the study showed that 100% of the students and 90% of the teachers felt that Arabic should be used in their EFL classes. The respondents emphasized the fact that cultural and religious concepts should be taught by referring to Arabic in EFL classes. A noticeable percentage (85%) of students and (75%) of teachers agreed that Arabic should necessarily be used to introduce grammatical rules. The findings of the

study should be taken into consideration by teachers of English as a foreign as well as textbooks writers and curricula designers. There was a different of the whole sample in the following categories: L1 interference, overgeneralization, literal translation, complete acquisition of L2 rules, different preposition, function, ignorance of exception to rule grammar translation and target L2 system. L2 interference errors were the most frequent source of preposition errors.

Wade- Woolley (1999) investigated the first language influence on second language word reading. This study reported an experiment that investigates similar ties and differences in basic processing involved in the word reading at the second language reading of English. The investigation specifically target of the second language phonologically and orthographic process in the context of the language transfer from native language to the second one during reading task, groups of young adults who were speakers were matched on a matcher of English word reading task and then compared on a number of cognitive and linguistic reading- related tasks. Despite the difference in processing strength, neither group demonstrated an advantage in non word reading. The study findings showed that adult Russian and Japanese speaking learner of English at a low- intermediate proficiency level in English show different profiles in their fluency and effectiveness at attending to linguistic and other graphic information in reading – related tasks. This is consistent with findings from L1 research suggesting that anticipation of both orthographic and phonological processes is key for fluent reading. These findings also add further support to the evidence of cross linguistic transfer (CA) (L1) effects on L2 reading.

Koda (1995) conducted a study that highlights the unique status of the native language and its effects on second language reading. He investigated the first language orthographic influence on cognitive processing involved in second language reading, using a fundamental unit of presentation, three orthographic .

A cross linguistic experiment involving adult L2 learner of English with contrasting L1 backgrounds (Arabic is one of them) was conducted, the result of the study indicated that reading among orthographic readers (Arabic, Spanish, and English) is seriously impaired when essential orthographic information is inaccessible. Similar orthographic performance of Japanese, or morph graphic reader. The study showed that L2 readers from different L1 orthographic backgrounds utilize their L1 strategies in reading English as L2, hence, the findings of the study verify cognitive transfer during L2 reading.

Chapter Three
Design and Methodology

3.1 Population of the Study

The population of this study consisted of all third secondary grade students at Al- Grayat directorate of education in the second semester 2011/2012 whom are 979 students ;511female and 468 male students.

3.2 Sample of the Study

The sample of the study includes (94) students in the third secondary students were distributed into four sections: two sections were selected randomly to form the experimental group using target language , while the other two sections were assigned randomly to comprise the control group. Table (1) shows the distribution of the sample.

Table (1)
Sample Distribution

	No.of sts	gender	Group
	23	Male	Experimental
	24	Female	Experimental
	22	Male	Control
	25	Female	Control
Total	94		

Above all of these studies it seems very important to study the effect of using target language on the students achievements , most of the previous studies showed that the more uses of target language improve the level of the students. Most of the previous studies discussed their mother tongue language (Arabic) language and its effect on the target language. Al- Khataybeh,2012. Shigadi and Kataybeh 2012; and Al- Makhzoomi and Amin,2005). Whereas there were no studies studying the effect of the target language on its teaching in Arab countries and essential where wade- Wolley,1999; Koda,1995 had studied the effect of the target language on teaching English.

3.3 The instrument of the Study

An achievement test was constructed by the researcher. The students were pre-tested to find if there is any difference in their previous achievement. After conducting the experiment students were post-tested on the two selected units (Appendix III).

3.4 Test validity

The test was submitted to a panel of 12 staff members; two EFL methodologists, two measurement and evaluation members, three English

language teachers from the English language and literature Dept. at Mutah University, two supervisors of EFL, and three teachers who are teaching English for the third secondary grade students to establish the content validity where the test in its first draft consisted of (61) items (Appendix 1) . The panels were asked to show if the test items are suitable also, they were asked to add ,omit or to make any appropriate amendments where the test in its final draft consisted of (52) items (Appendix II) .

3.5 Test Reliability

To establish the test reliability t-test was used.

3.6 Instructional material

As for the text used while conducting the experiment, it will be chosen from English for Saudi Arabia , Ministry of Education, 2011 the textbook used by the third secondary grade students in governmental schools. Two units (unit 5 and unit 6) will be taught from the required book for all sections. Unit 5 is entitled "Calligraphy" and unit 6 is entitled "King Fahad's Project for the Extension of the Two Holy Mosques" .

3.7 Procedures of the study

The researcher followed the following procedures:

1. First of all, the researcher obtained the approval of Mutah university and the ministry of Education.
2. The researcher assigned the schools and the sections of the study.
3. The researcher selected the units of the study.
4. The researcher stated the test items.
5. The researcher asked the panels to state the criterion for the students level whom they suggested the following; below 79 is low, and 80-100 is high.
6. Validity and reliability were ensured.
7. The researcher conducted the study.
8. The researcher applyed the test.
9. The researcher analyzed the test .
10. Results of the study were discussed .
11. Recommendations were stated.

3.8 Statistical Analyses

The following statistical analyses were used; A pre/post to find if there is a difference in achievement in English between the experimental and control group.

Chapter Four
Findings and Discussion of the Findings of the Study

4.1 Findings of the Study The purpose of this study is to investigate the effect of using target language for teaching EFL for secondary stage students and whether using target language in teaching could improve students' level in English. It also aims at investigating the effect of students' gender and class on their performance**.**

The researcher followed the equivalent pre /post test two group designs. Therefore, the means, standard deviations and Two-Way ANOVA analysis of variance were used to analyze data. The results will be displayed based on the questions of the research.

To determine if there is a statistically significant difference between the groups, a t-test for independent samples was conducted. Table 1 shows the results.

Table 2:
Means and Standard Deviations of the Achievement of Groups on the Pretest.

	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre	Experimental	47	61.49	9.693	.944	92	.348
	Control	47	59.89	6.349			

Table 1 indicates that the difference between the experimental group and control groups is not statistically significant at α=0.05, the mean of the experimental group was (61.49) while the mean of the control group was (59.89) which are nearly the same. Thus, since the difference was not significant, the two groups were assumed equivalent and the sample was divided into two groups, an experimental and a control group. The experimental group which was taught by using the target language consisted of (47) students while the control group consisted of (47) students also.

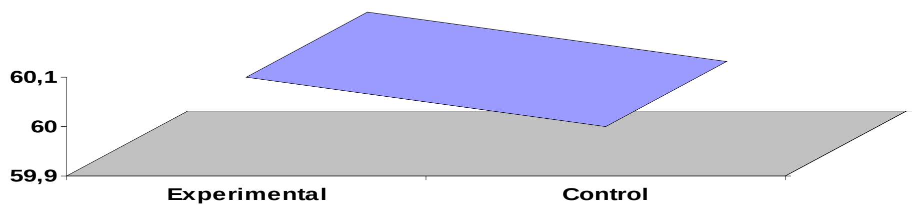


Diagram 1:
Mean and Standard Deviations of the performance of the Control and Experimental Groups on the Pretest

To answer the first question about the effect of teaching strategy on performance: Is there an effect of using the target language (English) on the achievement of the third secondary grade EFL students at Al Grayat directorate of education? a post test was conducted and table 2 shows the results

Table 3:
Means and Standard Deviations of the performance of the Control and Experimental Groups on the Posttest

	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post	Experimental	47	80.09	7.235	3.428	92	.001
	Control	47	72.66	12.970			

Table 2 shows that there is a statistically significant difference at α=0.05 between the achievement of the experimental group and that of the control group on the posttest in favor of the experimental group who were taught English using the target language itself. This difference indicates that using the target language for teaching had a positive effect on students' achievement in the English exam. The mean score for the experimental group on the posttest was (80.09) while that of the control group was (72.66).

Standard deviation for the experimental group was 7.235 which was lower than the control group whose standard deviation was 12.970.

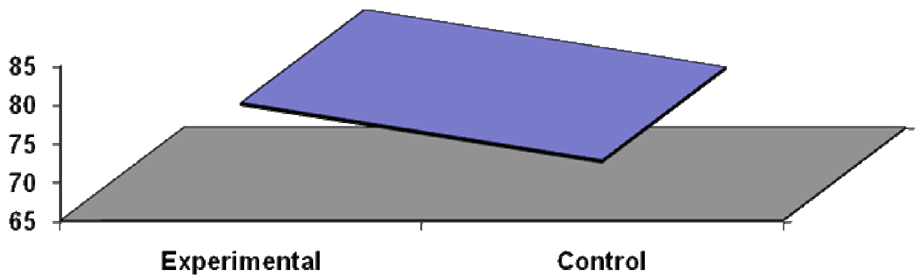


Diagram 2:
Mean and Standard Deviations of the performance of the Control and Experimental Groups on the Posttest according to group variable

To answer the second question about the effect of students' academic level on achievement: Are there any statistically significant differences in the 3rd secondary grade students' achievement in English due to their academic level (high, low)? a post test was conducted and table 3 shows the results

Table 4:
Mean and Standard Deviations of the performance of the Control and Experimental Groups on the Posttest according to academic level variable

	Academic Level	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post	Low	46	73.02	11.983	-3.058	92	.003
	High	48	79.72	9.067			

Table 3 shows that there is a statistically significant difference at α=0.05 between the achievement of the experimental group and that of the control group on the posttest of English in favor of high academic level students. This difference indicates that using the target language for teaching English had a positive effect on students' achievement in the English exam. The mean score for the low level group on the posttest was (73.02) while that of the high level group was (79.72).

Standard deviation for the low level students was 11.983 which was higher than the high level students whose standard deviation was 9.067.

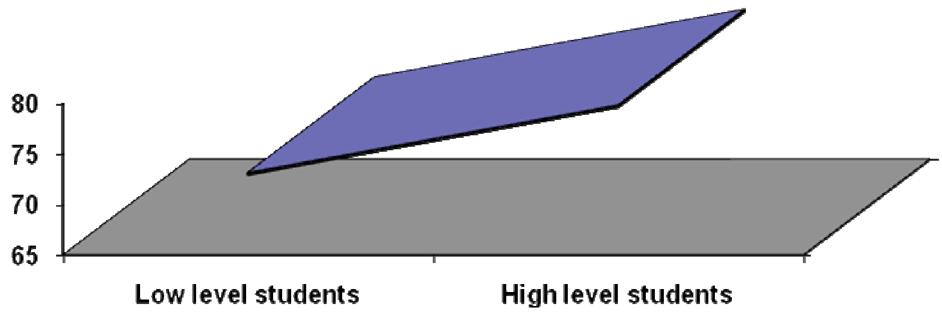


Diagram 3:
Mean and Standard Deviations of the performance of Groups on the Posttest according to academic level variable

To answer the third question about the effect of gender on performance: Are there any statistically significant differences in the 3rd secondary grade students' achievement in English due to their gender (male, female)? A post test was conducted and table 4 shows the results

Table 5:
Means and Standard Deviations of the performance of Groups on the Posttest according to gender variable

	SEX	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post	Male	45	77.02	10.137	.542	92	.589
	Female	49	75.78	11.976	.546	91.413	.586

Table 4 shows that there is a statistically significant difference at α=0.05 between the achievement of the experimental group and that of the control group on the posttest of English language in favor of male group who were taught English using the target language itself. This difference indicates that using the target language for teaching had a positive effect on students' achievement in the English exam. The mean score for the male group on the posttest was (77.02) while that of the female group was (75.78).

Standard deviation for the male students was 10.137 which is lower than female students whose standard deviation was 11.976.

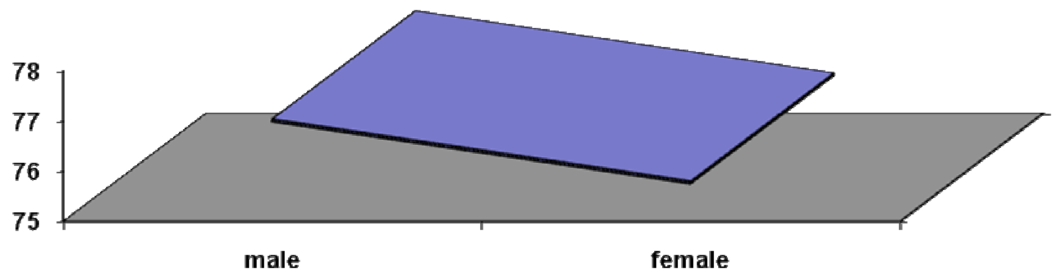


Diagram 4:
Mean and Standard Deviations of the performance of Groups on the Posttest according to gender variable

To answer the fourth question: Are there any statistically significant differences in the 3rd secondary grade students' achievement in English due to the interaction between group and gender? The researcher also conducted a two-way analysis of variance to analyze the posttest achievement scores of the two groups. Table 5 shows the results.

Table 6:
Summary of the Two-way Analysis of Variance of the Achievement of the control and the Experimental Groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
GROUP	1251.254	1	1251.254	11.265	.001
GENDER	28.014	1	28.014	.252	.617
GROUP * GENDER	122.043	1	122.043	1.099	.297
Error	9996.367	90	111.071		
Corrected Total	11441.968	93			

Table 5 shows that there is a statistically significant difference between the experimental group and the control group on the post test of English, the experimental group means were significantly better than that of the control group. However, the information indicates that there was no significant difference attributed to the interaction between the treatment and gender.

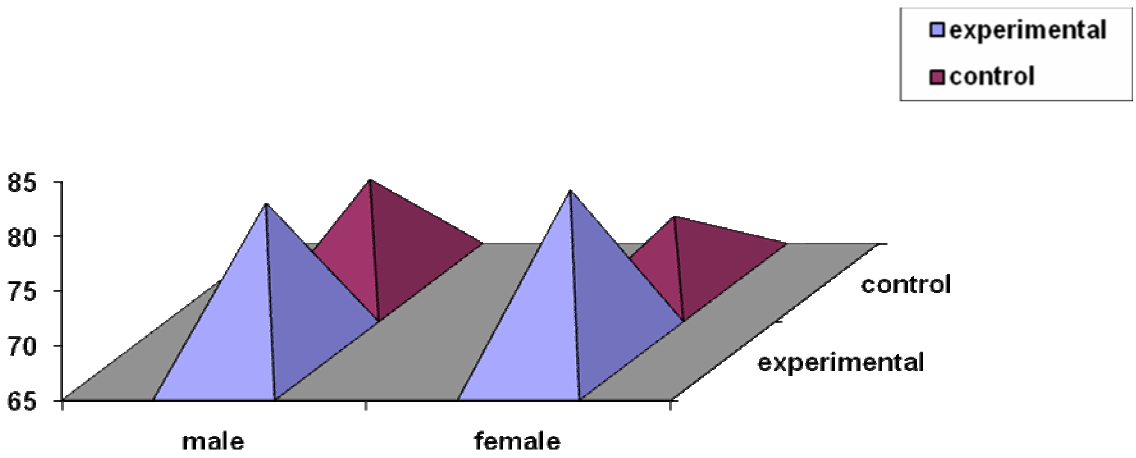


Diagram 5:
Two-way Analysis of Variance of the Achievement of the control and the Experimental Groups

To sum up, the researcher believes that the difference in the students' performance in English was attributed to the using of target language in teaching. The experimental group subjects managed to significantly improve their skills in English in a period of 8 weeks. The improvement achieved by the control group subjects, however, was statistically significant. By comparing the results achieved by the two groups, the researcher reached the conclusion that the improvement achieved by the experimental group may have been attributed to teaching the 3rd secondary students using the target language.

As a result of this experience, the researcher concluded that students were more engaged in learning when they were taught using the target language, it was a challenge for them and was very interesting.

This study attempts to examine the effect of using target language on the achievement of the 3rd secondary grade students in EFL classrooms in Saudi Arabia.

The results of the pre/post Ist were presented to examine the effects of target language on the achievement of the EFL 3rd secondary grade learner's language learning. Before investigating the results on the scores of the oral task, the inter- reliability was achieved through the Person Correlation Coefficient, the reliability was (.812)Table (1) shows the descriptive of the control and the experimental groups.

4.2 Pedagogical Implications

There are two major pedagogical implications arising from this study:

(1) Students are to be exposed to authentic languages .
(2) Students are to be guided towards communicating with native language speakers as much as possible as they can.
(3) EFL teachers have to make good use of target language in their EFL classroom to improve their students level in English.

First of all, it should be noted that cooperative learning does not replace direct instruction completely in an EFL class. As the present study demonstrated.

Students find themselves interested while exposing to authentic language, dealing with native may break the ice while using the language, and students are using the language because their native teachers did not correct each single mistake.

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(Appendix 1)
The test in its first draft

A.Write the following sentences again, Put the verbs into the correct form.

1- I (be) at school.
2- I (be) interested in stars.
3- Our sun (be) a star.
4- Galaxies (be) large groups of stars.
5- We (be) not able to see another galaxies.

B. Make the Following Sentences Negative.

1- A planet is a star.
2- A planet radiates light.
3- Stars reflect light.
4- Venus has a moon.
5- There is a planet between Earth and Mars.

C. Make these sentences passive.

1- Planet reflect light.
2- Satellites orbit planet.
3- Stars do not reflect light.
4- Scientists study the universe.
5-Do stars radiate light.

D. Make these sentences into questions. Expect the answer in brackets.

1- Stars reflect light. (No)
2- Stars radiate light. (Yes)
3- Planets radiate light. (No)
4- There is only one star in the Solar System. (Yes)
5- There are people on Venus. (No)

- Complete the Sentences using verbs like has done or have done.

The first one is an example.

1. He has eaten all the cakes. (eat)
2. She ………………………… her mother. (call)
3. They ……………………….. their suitcases. (pack)
4. He ………………………… since I last saw him.(grow)
5. That Factory………………… a million cars. (produce)
6. It ……………………………. A long way. (come)

- Complete the sentences using verbs like has been doing or have been doing. The first one is an example.

1. He has been eating since he arrived. (eat)
2. They………………… That bridge for two years.(build)
3. She………………….. English since 1985.(teach)
4. We…………………. To the radio. (listen)
5. I…………………….. . (Sleep)
6. The phone……………….. for three minutes. (ring)

- Choose the correct letters.

1. I wanted to buy a new car but I didn't have enough money.
   So I had to get …………….. from the bank.

2. Mrs. Smith bought …………….. new towels for the bathroom.
3. There is ………….. near Buraidah which is full of silver.
4. They paid …………….. to dig a new water well.
5. I am often ……… of books from the library.

- Choose the correct answer :
- You wear an oxygen mask on your:

a. Face
b. Hands
c. Back
d. Head

- A galley (line 7) is :

a. A cabin
b. An article
c. A language
d. A kitchen

- A life jacket (line 18) is :

a. A kind of coat worn by flight attendants.
b. Something to help you breathe easily.
c. A kind of fire- extinguisher.
d. A piece of safety equipment.

- A trainee (line 23) is :

a. A person who trains other people.
b. A person who is learning on a course.
c. A passenger on a plane.

d. A flight attendant.

- September is…. Ninth month in the western calendar.

a. A
b. An
c. The
d. ___

- Do you remember….. ?

a. Did you shut the door?
b. Did the door shut?
c. When did the door shut?
d. If you shut the door?

- They visited the famous water tower while they.. in Riyadh.

a. Have been staying
b. Were staying
c. Are stying
d. Stay

- While Fahd was watching TV, his brother.. his homework.

a. Will do
b. Did
c. Does
d. Done

- He…. 1,000 km in 12 hours. Now he is sleeping.

a. Drives
b. Has been driving
c. Has driven
d. Is driving

- Our teacher…. 30 workbooks since 8 o'clock. He has just finished.

a. Has been correcting
b. Has corrected
c. Corrected
d. Is correcting

- January is …. Month in the English calendar.

a. A

b. An
c. The
d. …

- Would you like the black one.. the white one? You cannot have both.

a. But
b. Or
c. And
d. __

- Mr. Al- Nasser… the street when he was hit by a car.

a. Crosses
b. Is crossing
c. Has been crossing
d. Was crossing

- Will you explain.

a. What a satellite does?
b. What does a satellite do?
c. What does a satellite?
d. What is a satellite?

- What does Zakat…. In English ?

a. Base
b. Face
c. Mean
d. Mention

- His car…. In the middle of the road. He had to push it home.

a. Broke down
b. Cared for
c. Went off
d. Went back

- Do not drink the water from that river. It is not….

a. Solid
b. Clean
c. Salty
d. Extinct

- The……… is full of clouds. I think it is going to rain.

a. Universe
b. Reservoir
c. Heat
d. Sky

- A….. is a large area of water surrounded by land.

a. Dish
b. Nail
c. Lake
d. Variety

- Questions: What is the……… to London from Dhahran on Saudia? Answer: It is about 4,500 riyals,sir.

a. Destination
b. Speed
c. Loan
d. Fare

- He loves to watch TV. He watches programmes which he has seen several times before.

a. Beneath
b. Over
c. Even
d. Completely

- Builders use steel to… concrete. Without steel, the concrete breaks quite easily.

a. Enable
b. Strength
c. Threaten
d. Drain

- Would you like a …. Of bread ?

a. Bit
b. Column
c. Dam
d. Gun

- 33.3% is the same as ……….

a. Quarter
b. A third
c. A half
d. Three quarters

(Appendix II)
The test in its final draft

A.Write the following sentences again, Put the verbs into the correct form.

1-I (be) at school.
2-Our sun (be) a star.
3-Galaxies (be) large groups of stars.
4-We (be) not able to see another galaxies.

B. Make the Following Sentences Negative.

1-A planet is a star.
2-A planet radiates light.
3-Stars reflect light.
4-Venus has a moon.

C. Make these sentences passive.

1- Planet reflect light.
2- Satellites orbit planet.
3- Stars do not reflect light.
4- Scientists study the universe.

D. Make these sentences into questions. Expect the answer in brackets.

1-Stars reflect light. (No)
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3-There is only one star in the Solar System. (Yes)
4-There are people on Venus. (No)

- Complete the Sentences using verbs like has done or have done. The first one is an example.

1. He has eaten all the cakes. (eat)
2. They ……………………….. their suitcases. (pack)
3. He ………………………… since I last saw him.(grow)
4. That Factory………………… a million cars. (produce)
5. It ……………………………. A long way. (come)

- Complete the sentences using verbs like has been doing or have been doing. The first one is an example.

1.He has been eating since he arrived. (eat)
2.They………………… That bridge for two years.(build)
3.She…………………... English since 1985.(teach)

4.We…………………. To the radio. (listen)
5.I…………………….. . (Sleep)
6.The phone……………….. for three minutes. (ring)

- Choose the correct letters.
  1.I wanted to buy a new car but I didn't have enough money. So I had to get …………….. from the bank.
  2.Mrs. Smith bought …………….. new towels for the bathroom.
  3.There is ………….. near Buraidah which is full of silver.
  4.They paid …………….. to dig a new water well.
  5.I am often ……… of books from the library.

- Choose the correct answer :
- You wear an oxygen mask on your:

a.Face
b.Hands
c.Back
d.Head

- A life jacket is :

a. A kind of coat worn by flight attendants.
b. Something to help you breathe easily.
c. A kind of fire- extinguisher.
d. A piece of safety equipment.

- A trainee is :

a.A person who trains other people.
b.A person who is learning on a course.
c.A passenger on a plane.
d.A flight attendant.

- September is…. Ninth month in the western calendar.

a.A
b.An
c.The
d.___

- Do you remember….. ?

a.Did you shut the door?

b.Did the door shut?
c.When did the door shut?
d.If you shut the door?

- They visited the famous water tower while they.. in Riyadh.

a.Have been staying
b.Were staying
c.Are stying
d.Stay

- While Fahd was watching TV, his brother.. his homework.

a.Will do
b.Did
c.Does
d.Done

- He…. 1,000 km in 12 hours. Now he is sleeping.

a.Drives
b.Has been driving
c.Has driven
d.Is driving

- Our teacher…. 30 workbooks since 8 o'clock. He has just finished.

a.Has been correcting
b.Has corrected
c.Corrected
d.Is correcting

- Would you like the black one.. the white one? You cannot have both.

a.But
b.Or
c.And
d.__

- Mr. Al- Nasser… the street when he was hit by a car.

a.Crosses
b.Is crossing
c.Has been crossing
d.Was crossing

- Will you explain.

a.What a satellite does?
b.What does a satellite do?
c.What does a satellite?
d.What is a satellite?

- What does Zakat…. In English ?

a.Base
b.Face
c.Mean
d.Mention

- His car…. In the middle of the road. He had to push it home.

a.Broke down
b.Cared for
c.Went off
d.Went back

- Do not drink the water from that river. It is not….

a.Solid
b.Clean
c.Salty
d.Extinct

- The……… is full of clouds. I think it is going to rain.

a.Universe
b.Reservoir
c.Heat
d.Sky

- A….. is a large area of water surrounded by land.

a.Dish
b.Nail
c.Lake
d.Variety

- What is the……… to London from Dhahran on Saudia? Answer: It is about 4,500 riyals,sir.

a.Destination
b.Speed

c.Loan
d.Fare

- Builders use steel to… concrete. Without steel, the concrete breaks quite easily.

a.Enable
b.Strength
c.Threaten
d.Drain

- 33.3% is the same as ……….

a.Quarter
b.A third
c.A half
d.Three quarters

Appendix (III)
The Instructional Material

UNIT 5 **Lesson 2**

CONVERSATION PRACTICE

Practise repeating part of the conversation from lesson 1 with your teacher:

Practise the conversation in column A below.

	A	B	C
person:	Your *handwriting* is terrible. You should try to improve it.	*spoken English*	*arithmetic*
d Person:	But I'm doing my best.		
person:	No, you aren't. Look at your brother's *handwriting*. It's much better than yours. It's clearer and easier to read.	*Listen to spoken English* *more fluent easier to understand*	*Look at arithmetic* *faster* *more correct*
d Person:	Oh, yes. But he's taken a special course. It was called		
person:	*Calligraphy*. Yes, I can tell.	*Spoken English*	*Night School Maths*

Make more conversations, but this time use the words in B and C columns.



58

Word Study

Write the correct words.

1. We wanted to put five suitcases into the family car but there was only ____________ for four.
2. I cannot walk up all those stairs. Let's take the ____________ .
3. Go and turn on the ____________ to water the garden.
4. What's the time? The ____________ is too far away. I cannot see it.
5. We heard the call to prayer from the mosque over the ____________ in the minaret.

escalator
loudspeaker
room
clock
sprinkler

6. They opened all the windows and ____________ the bedroom.
7. The prince ____________ the foundation stone for the new school.
8. Their old house ____________ seven rooms.
9. The family bought a car which was so large that it ____________ all of them including six children.
10. Macbeth, ____________ by his wife, killed King Duncan.

consisted of
accommodated
ventilated
laid
aided

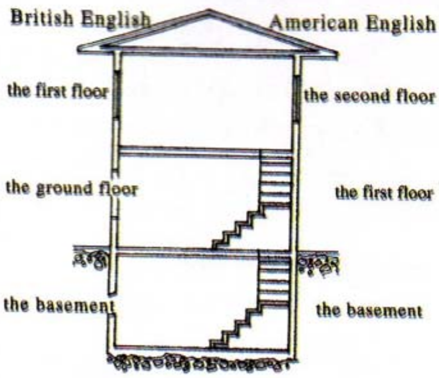
11. The ground floor of their new house has an area of 200 ____________ metres.
12. It is often difficult for ____________ people to cross the road. We should always try to help them.
13. Saudi Arabia's ____________ product is oil. Wheat is a ____________ product for the Kingdom.
14. Today, the temperature is 5°C. This is very cold for November. The ____________ temperature for this time of the year is 15°C.

main
elderly
square
normal
secondary

UNIT 6 Lessons 5-6

WORD STUDY

base-ment (**base** ment) (*nv*) a room or rooms in the house below the ground.
They live in a flat in the basement.



clock (*nc*) an instrument for measuring time but not worn on the wrist like a watch.
drain-age (**drain** age) (*nu*) a system of pipes for carrying away waste water.
When it rains in winter, the drainage in our town does not work very well. The streets are full of water.
el-der-ly (**el** derly) quite old.
He is becoming elderly and cannot walk very fast.
es-ca-la-tor (**es** calator) (nc) stairs which move so that you do not have to walk up with them.
That shop has an escalator between the ground floor and the first floor.
*Can you think of any buildings you have seen which have escalators?
ex-ist-ing (ex **ist** ing) (*adj*) belonging to the present time:
The new airport between Jubail and Dammam will replace the existing one in Dhahran.
fan (*nc*) 1. an instrument in the shape of a half circle which you hold in your hand and use to blow air into your face.
Women used to carry fans to keep themselves cool.
2. an electrical instrument in the shape of a propeller which is used to blow air aorund a room.
We used the air-conditioning and a ceiling fan but they were not enough to cool the room.
3. a keen follower or a supporter of a sport or of a famous person.
He is a football fan.
*Which of the meanings is correct for the reading passage in lesson 4?
foun-da-tion stone (foun **da** tion stone) (*nc*) a stone with words cut onto it, which is laid by an important person at the beginning of the construction of an important building.
King Faisal laid the foundation stone for KFUPM.
*Can you think of a building you have seen which has a foundation stone? Who laid it?
lay (*vt--irreg.* **laid--laid**) place or put.
She laid the clean clothes on the chair.
The shopkeeper laid his goods on the counter.
loud-speak-er(**loud** **spe**aker) (*nc*) an electrical instrument which makes sounds louder.
The King spoke to the people over a loudspeaker.
par-ti-c-u-l-ar-ly (par **tic** ularly)(*adv*) especially
Malaria is quite common, particularly in hot wet countries.
Stairs can be dangerous, particularly for elderly people.
pla-za (**pla** za)(*nc*) an open area in a town or city.
The new city centre has many small plazas where people can sit and relax.
sprin-kler (**sprin** kler) (*nc*) a mechanical instrument for spreading drops of water over a large area.
The graden is very dry. Turn the sprinkler on.
Most new buildings have a sprinkler system built into the ceiling. The sprinklers turn on when there is a fire.
ven-ti-late (**ven** tilate) (*vt-reg.,*) allow fresh air to enter a room and move around it.
After the fire, they had to ventilate the house for weeks because of the smell.
ven-ti-la-tor (**ven** tilator) (nc) an opening in the wall which can be opened or closed to ventilate the room.
This room is very hot. Please open the ventilator.

Reading

ead the following statements about the passage. Put T (True) or F (False) d the line number. Write out the correct statement if you put F.

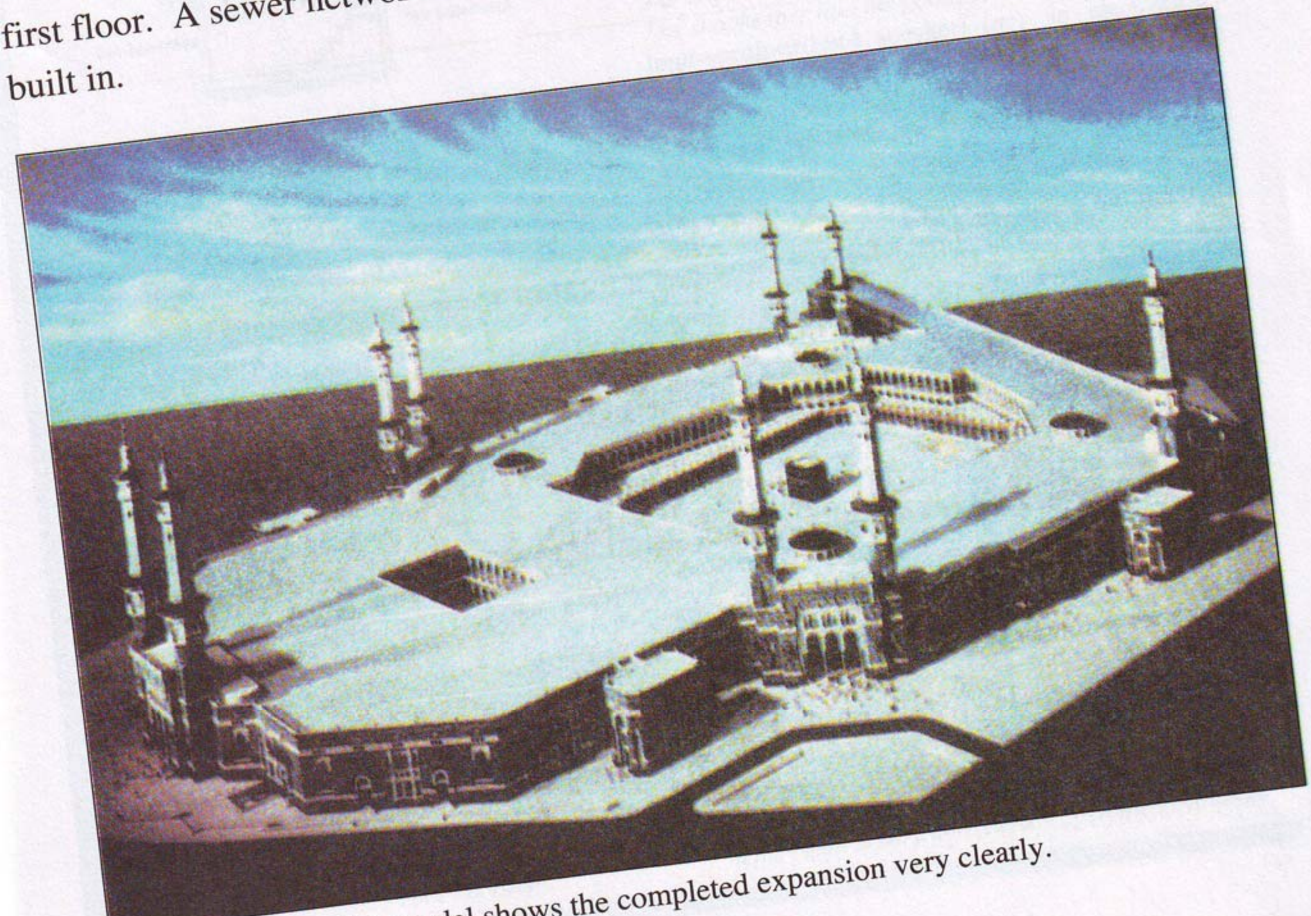
T or F?	Line (s)	
		The Holy Mosque at Makkah was expanded eight times between the year 1 AH and 1375 AH.
.		The total area of the Mosque is now 730,000m2.
.		The new annex has been built on the western side of the Mosque.
4.		The Mosque now has a total of fourteen secondary entrances.
5.		The new escalators can handle 15,000 people every day.
6.		There are 96 taps for Zamzam water in the new building.

wer and Ventilation

Two new power stations provide the electricity for the additional lighting, dspeakers, TV studios, telephones and clocks. Central air-conditioning has en provided for the basement. The ground floor and first floor are ventilated the natural flow of air from windows and doors, aided by ceiling fans.

Vater

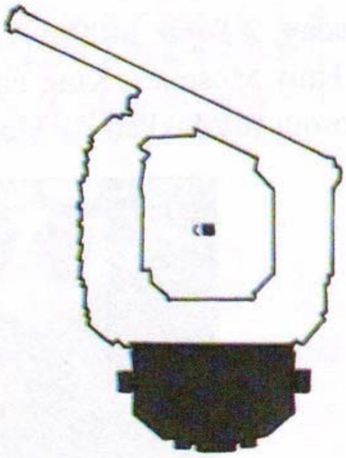
The new building includes a modern rainfall drainage system. *Zamzam* water is available to pilgrims from 60 taps on the ground floor and 36 on the first floor. A sewer network and a fire-fighting sprinkler system have also been built in.



This model shows the completed expansion very clearly.

The Second Saudi Expansion

With the latest expansion, the total area of the Holy Mosque has reached 361,000m^2. This gives enough room for 730,000 worshippers for everyday prayer and *Umrah*. The number which it can accommodate has increased to 1,000,000 during the pilgrimage season.

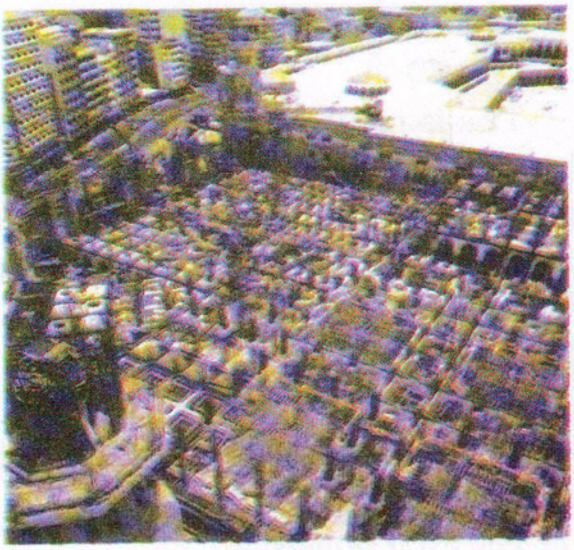


The Second Saudi Expansion (1409-1414 AH)

What Has Been Added?

The main addition is a large annex built onto the western side of the Mosque where 140,000 worshippers can pray. It consists of three floors: a basement, a ground floor and a first floor. The annex has one main entrance, fourteen secondary entrances and two new 89-metre-high minarets. The Mosque now has a total of three main entrances and twenty-seven secondary entrances. Each of the minarets is similar in height and design to the seven minarets which the Mosque had before.

In addition to this, a large open plaza has been created to the east of *Al-Mas'a* (between *As-Safa* and *Al-Marwah*) which can accommodate 65,000 worshippers.



The Annex during Construction

Escalators

In order to help pilgrims, particularly elderly ones, to move from floor to floor, two new escalators have been built next to the extension; one at the northern end and one at the southern end. Each of these can handle 15,000 people per hour.

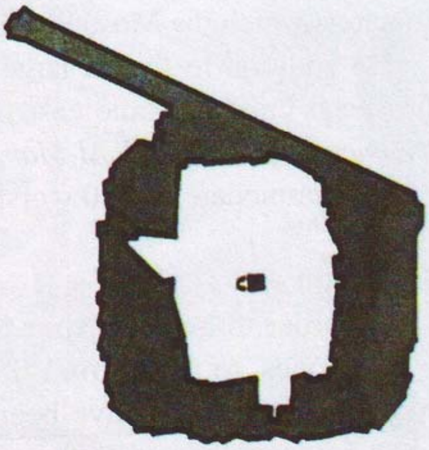
THE EXPANSION OF THE HOLY MOSQUE AT MAKKAH AL-MUKARRAMAH

On Tuesday, 2 *Safar* 1409 AH (13 September 1988 AD), the Former Custodian f the Two Holy Mosques, King Fahd, laid the foundation stone for a new addition to e Holy Mosque at Makkah Al-Mukarramah.



History

This is not the first time that the Mosque as been expanded. If you look at the plans age(79), you will see that it was enlarged ight times between the days of the prophet Muhammad (Peace be upon him) and the audi period.



The First Saudi Expansion (1375-1396 AH)

Expansion under the Al-Saud Family

The First expansion

The first Saudi expansion took place between 375 and 1396 AH (1955 and 1976 AD). You an see how large this was on the right.

READING

THE EXPANSION OF THE HOLY MOSQUE AT MAKKAH AL-MUKARRAMAH



The Holy Mosque at the Time of the Prophet Muhammad
(Peace Be Upon Him)

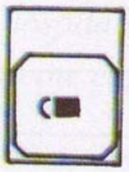
Expansions between the Year 1 AH and 1375 AH



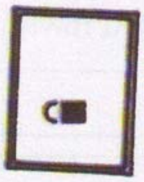
17 AH



26 AH



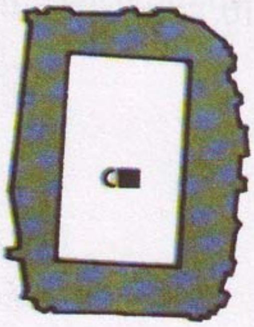
65 AH



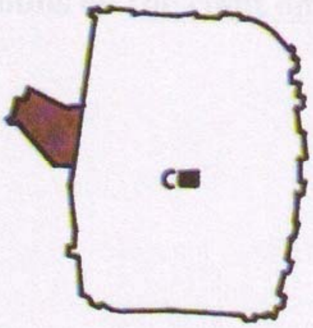
91 AH



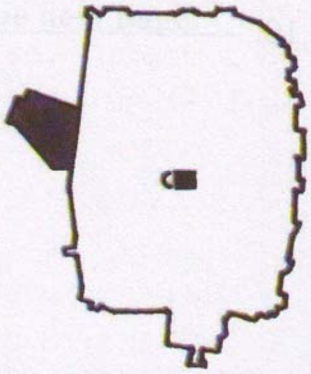
137 AH



161-164 AH



284 AH



306 AH

Countable

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________

Uncountable

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________

You can find out if a noun is countable or uncountable by looking in a dictionary. In many dictionaries, countable nouns have (nc) or (c) after them and uncountable nouns have (nu) or (u) after them. Here are two examples.

(nc)(U)

(nu)(c)

-ven-ture (ad **ven** ture) (*nc*) an
citing or dangerous event or
rney.
wrote a book about his adventures
ne jungle.
explorer told us about his adventure
e Antarctic.

phar-ma-col-o-gy (pharma **col** ogy) (*nu*) the scientific study of medicines and their effects.
He is studying pharmacology.
The pharmacology department at the hospital can tell you what that medicine contains.

at the word study on your book, lesson 5. Look at all the nouns.
a list of all the countable nouns on the left on the next page.
a list of all the uncountable nouns on the right on the next page.

U

1.
2.
3.
4.
5.
6.
7.
8.
9.
10

ammar

wer the question. **What kind of .. . . is it? with adjectives like these:**

a	five- riyal	note
a	15-year-old	boy

is note has a value of ten riyals. (What kind of note is it?)

is a

at boy is 13 years old. (What kind of boy is he?)

hat building has eight floors. (What kind of building is it?)

hat apartment has two rooms. (What kind of apartment is it?)

That bridge is ten metres wide. (What kind of bridge is it?)

This lesson lasts 45 minutes. (What kind of lesson is it?)

His family has three cars. (What kind of family is it?)

Our watch counts 24 hours every day. (What kind of watch is it?)

Our Holiday lasts two weeks. (What kind of holiday is it?)

. That tent can hold three men. (What kind of tent is it?)

RAMMAR

ljectives Made from More Than One Word

Look at these adjectives from the conversation in lesson 2:

It has two new **89-metre-high** *minarets* .

It covers a **9-square-kilometre** *area* .

It has many **46-metre-high** *pillars*.

Note the hyphens:

89-metre-high

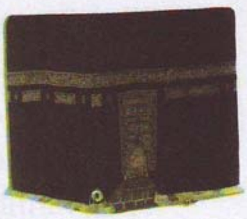
Note there is *no* S to show the plural.

Here are some more examples: -



a five -riyal note.





He is a 15-year-old boy.

The Ka'abah is a *13.8-metre-high* building.

ONVERSATION PRACTICE

) **Practise the conversation in column A below.**

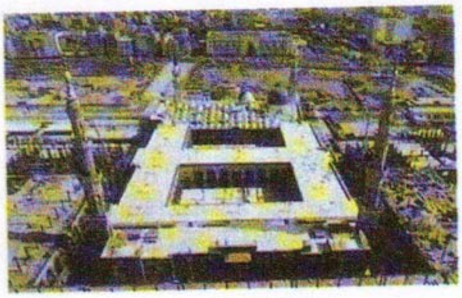
	A	B	C
porter:	Can you give us some details about the *Holy Mosque at Makkah?*	*new KSU campus at Riyadh*	*Pilgrims Terminal at Jeddah airport.*
pert:	Yes, certainly. For a start, *it has room for 1,000,000 worshippers.*	*can accommodate 15,000 students*	*can handle 80,000 pilgrims a day*
porter:	What about the design?		
pert:	*It matches the rest of the building and has two new 89-metre-high minarets.*	*is very modern and covers a 9-square-kilometre area.*	*is tent-shaped and has many 46-metre-high pillars.*
porter:	Thank you for telling us those interesting facts.		
pert:	Not at all.		

) **Make more conversations but this time use the words in B and C columns.**

IT 6 Lesson 1

King Fahd's Project for the Extension of the Two Holy Mosques





ter is talking to an engineer about the project.

USSION

to answer the following questions as you listen to the conversation:

/hat does Mr. Al-Dowssary say at the beginning of this sentence?

.... , *the Holy Mosque at Makkah now has room for 730,000 worshippers.*

/hat is the total area of the Holy Mosque at Makkah now?

/hat was the area of the Holy Mosque at Makkah before the extension?

/hat is the total area of the Holy Mosque at Madinah now?

/hat was the area of the Holy Mosque at Madinah before the extension?

en to the discussion again.

k at the words on the left and those in the box. Choose the words from the box ch you think best explain the words on the left:

oom ( )
/orshipper ( )
ormal ( )
Not at all. ( )

a. a person praying
b. You are welcome.
c. ordinary
d. space

ally, what do you know about the extension of the two Holy Mosques? cuss this in English with your teacher and classmates.

Revision

Use the words in brackets to complete the sentences.

Decide if you should use ***er** or **est***, more than or the most. The first one is an example.

Roman script is *more common than* Gothic Script. (common)

Roman script is ________ of the three English scripts to read. (easy)

Which is ________ soft drink in Saudi Arabia? (popular)

Youssef is ________ Khaled. (young)

Use the words in brackets to complete these sentences.

Decide if you should use ***more than , less than, the most or the least.***

Mr. Al-Ahmad is ________ his brother. He gives lots of money to the poor but his brother gives less. (generous)

He is ________ man in the world. (careful)

Use the words in brackets to complete the following sentences.

Decide if you should use not ***as... or as... as.***

Bahrain is ________ Saudi Arabia. (big)

He is ________ his elder brother. They are both 1 metre 75. (tall)

GRAMMAR

Countable and Uncountable Nouns

Look at this sentence from the conversation in lesson 1:

The Holy Mosque in Makkah now has **room** *for 730,000* **worshippers**.

The words room and worshippers are both nouns. However, they are very different.

They have different meanings, of course, but there is another important difference.

You can count **worshippers** *but you cannot count* **room**.





(Remember. This word room means space. It is not the same as a room in a house. You can count the rooms in a house.)

We call **worshippers** *a countable noun. We call* **room** *an uncountable* noun.





It is important to know if a noun is ***countable*** or ***uncountable*** because you cannot do certain things with uncountable nouns:

* You cannot use numbers with uncountable nouns.
* You cannot use ***a or an*** *with uncountable nouns.*
* You cannot make uncountable nouns plural.
* You cannot ask questions with How many . ..?
  (You must use How *much* . . ?)
* You cannot use *fewer/the fewest* (You must use *less/the least.*)

REVISION

Comparing People and Things

1 **Remember how we compare when using short adjectives:**

adjective	—— er	—— est
slow	slower **than**	**the** slowest
clear	clearer **than**	**the** clearest
safe	safer **than**	**the** safest
simple	simpler **than**	**the** simplest
easy	easier **than**	**the** easiest
good	**better than**	**the best**
bad	**worse than**	**the worst**

2 **Now, remember how we compare when using longer adjectives.**

adjective	more	most
useful	**more** useful **than**	**the most** useful
popular	**more** popular **than**	**the most** popular
beautiful	**more** beautiful **than**	**the most** beautiful

3 **Do you remember the opposite of more and most?**
We use less than and the least with long and short adjectives.

adjective	less	least
safe	**less** safe **than**	**the least** safe
useful	**less** useful **than**	**the least** useful
important	**less** important **than**	**the least** important

Note: there is 1. syllable **in safe**
there are 2. syllables in **useful**
and 3. syllables in **important**

Word Study

Write the correct words.

1. I am going to send my brother ______________ to wish him a happy Eid.
2. Before we can give you a job, we must see ___________ of your work.
3. I like that picture. Now, I must find ______________ for it before I hang it on the wall.
4. If you want to know how to pronounce a word correctly, ask ______________ .

a native speaker
a card
a sample
a frame

5. The number of accidents has ______________ since the government introduced the new speed limit.
6. The new book is ______________ with photographs and drawings.
7. The speaker ______________ the important words in every sentence which he spoke.
8. They ______________ their bedroom with new carpets and furniture.

emphasized
decorated
illustrated
declined

9. Elephants are ______________ in Africa. You see them in many places there.
10. Many people like tea. In fact, it is one of the most ______________ drinks in the world.
11. On the wall, there was a page from the Holy Qur'an ______________ in gold.
12. Italic printing is ______________ to the left.

slanted
framed
popular
common

WORD STUDY

com-mon (**com** mon) (*adj*) 1. belonging to several people, not to one person.
Britain, the U.S.A. and Australia share a common language.
2. found in many places: That bird, the pigeon, is common all over Europe.
3. usual: *It is common for a women to leave her parent's house when she gets married.*
4. not polite: *We did not like him because he was a very common person.*
* Which of the meanings above is correct for the passage about calligraphy.
* Which do you think is the most common script in Arabic?

de-cline (**de** cline) (*vt/i-reg.*) 1. (*vt*) say No to something which is offered; say that you do not want something which has been offered.
He declined my offer of help.
2. (*vi*) become weaker or less.
That used to be a beautiful part of town but it has declined in the last few years.
* Which of the meanings above is correct for the passage about calligraphy?

dec-o-rate (**dec** orate) (*vt-reg.*) make something more beautiful by adding things to it.
They decorated the street with flags.
She decorated the room with flowers.

dec-o-ra-tion (deco **ra** tion) (*n*) something used to decorate.
Some people put decorations outside their houses to celebrate the Eid.

em-pha-size (**em** phasize) (*vt-reg.*) make people notice something; make something noticeable; stress.
The speaker emphasized the word "one" when he spoke.
* Which word is emphasized in the following sentence?
The fat boy ate ***ten*** *sandwiches without stopping.*

frame (*n*) 1. the edge of the metal or wood around a picture or the glass of a window.
The picture had a beautiful wooden frame.
2. the structure which supports a house, a plane or a ship.
That building has a steel frame.



framed (*adj*) with a frame around
The picture was beautifully framed in wood.

il-lus-trate (**il** lustrate) (*vt-reg.*) use pictures, photographs or diagrams in a book or a lesson; explain by using pictures, photographs or diagrams.
He illustrated his lecture about France with photographs of Paris.

in de-mand (in **de** mand) (*adj phr*) wanted; popular.
That writer's books are always in demand.
* Can you think of things which are always in demand on very hot days?

ink (n) a black or coloured substance used for writing or printing.
Black and blue are the most popular colours for ink.

na-tive speak-er (**na** tive **speak** er) (*n*) someone who has spoken a language since he or she was born.
* Are you a native speaker? of which language?

pop-u-lar (**pop** ular) (*adj*) liked by many people.
He is very popular with his classmates.
* Can you name the most popular soft drink in Saudi Arabia?

print-ing (**print** ing) (*n*) the business of copying letters, words and books by machine.
Many people say that the Chinese invented printing.

slant-ed (**slant** ed) (*adj*) not vertical but at an angle from vertical.
His handwriting was slanted from right to left.

handwriting

Handwriting Slanted from Right to Left

*Write a capital H slanted from left to right.

ver-sion (**ver** sion) (*n*) a form of something which has been changed a little from the original.
There are two different versions of this car? one with four doors and one with two.

Reading

d the following statements about the passage. Put T(True) or F (False) the line number. Write out the correct statement if you put F.

T or F?	Line (s)	
		The Arabic calligrapher can use three different scripts.
		There are many different scripts in English.
		Calligraphy is probably the most important form of art in the west.
		Calligraphy is more popular now than it was some time ago.
		Gothic script was developed in Italy.
		Italic script is used to emphasize things in printing.

Calligraphy Calligraphy

Calligraphy

Calligraphy

Calligraphy

Some Alphabets in Different English Scripts

man Script	abcdefghigklmnopqrstuvwxyz ABCDEFGHIGKLMNOPQRSTUVWXYZ
thic Script	abcdefghigklmnopqrstuvwxyz ABCDEFGHIGKLMNOPQRSTUVWXYZ
lic Handwriting	abcdefghigklmnopqrstuvwxyz ABCDEFGHIGKLMNOPQRSTUVWXYZ
lic Printing	abcdefghigklmnopqrstuvwxyz ABCDEFGHIGKLMNOPQRSTUVWXYZ

Examples of Different Scripts in Use





UNIT 5 | **Lesson 4**

READING

Calligraphy Calligraphy Calligraphy

'he written script of the Arabic languages unites the world of Islam. Arabic calligraphy is considered very ›eautiful by the whole world, both Islamic and non-Islamic. Of course, there are many different scripts which he Arabic calligrapher can use. Three well-known examples which you will immediately recognize are Kufic, 'huluth and Riq'ah.

Kufic	Thuluth	Riq'ah
كوفي	ثلث	رقعة

But did you know that English lso had many different scripts? 'erhaps they are not so important n English nowadays as different cripts are in Arabic. Calligraphy s probably the most important orm of art for Muslims. It is een not only in the Qur'an and in ›ooks, but also in many other laces. It is used, for example, or the decoration of buildings. 'here are wall-hangings, framed amples and inscriptions inside nd outside public and private uildings. In the western world, he art of calligraphy declined vith the introduction of printing nd typewriters. However, it is ›ow becoming more popular gain and calligraphers are in emand to illustrate books, posters, ards, letterheads and many other hings.

Some of the different English scripts are so common that you will almost certainly see them in your reading. Three of the most common scripts used are Roman (based on letters developed by the Romans about 2,000 years ago). Gothic (which developed in northern Europe between 10th and 15th centuries AD). and Italic (from 15th and 16th century Italy.) There are some examples of alphabets in these three scripts at the top of the next page.



An inscription outside a mosque

How common are these scripts and where will you see them? Roman script is probably the most common. This is because it is the clearest and easiest to read. Almost all the newspapers, magazines and books which you will ever see in English use some form of the Roman script. Gothic script is quite difficult to read, even for native speakers. It is usually seen on letter heads, in the names of newspapers, and outside buildings. Italic script as you see it on the next page is always written by hand. However, a slanted version of Roman script is often used in printing to stress or emphasize things, and this is also called Italic. Look at the examples on the next page. Decide which of the English scripts is used in each example and why it is used.

Grammar

Use the words in brackets to complete the sentences.

cide if you should use - **er** or - **est**, more or **most**. The first two are examples.

KFUPM is older than Umm Al-Qura (old)

Which English script is the most beautiful of all? (beautiful)

King Saud University is ______________ in Saudi Arabia. (large)

My father's English is ______________ mine. (fluent)

Joe was ______________ Pip's sister. (warm-hearted)

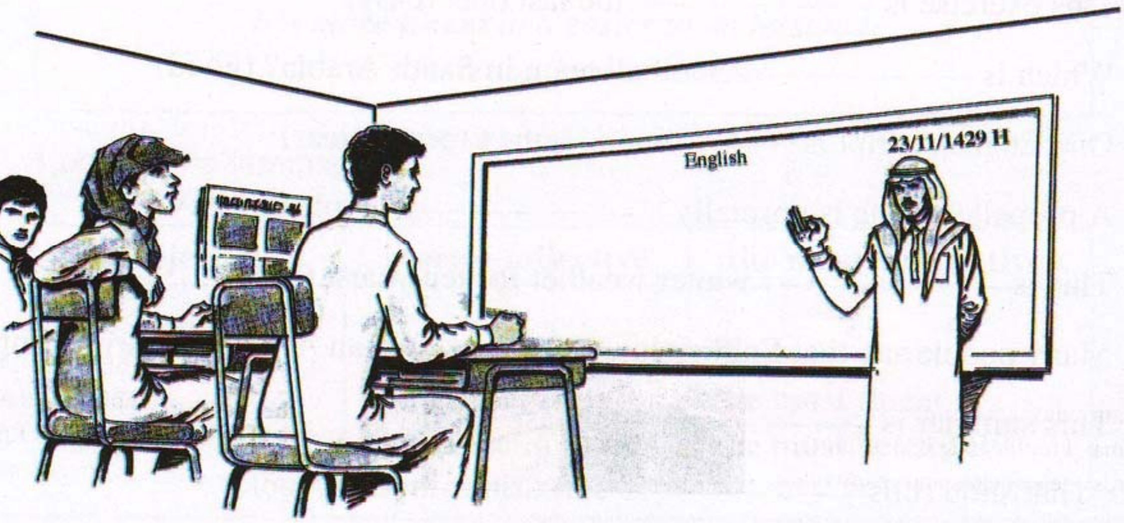
Who is ______________ person you know? (kind)

That restaurant makes ______________ *kapsa* in town. (good)

People say that Arabic is ______________ English to learn. (difficult)

n the world in general, tea is ______________ coffee. (popular)

Is learning grammar ______________ learning new words? (important)



Grammar

Use the words in brackets to complete the sentences.

cide if you should use - **er** or - **est**, more or **most**. The first two are examples.

KFUPM is _older than_ Umm Al-Qura (old)

Which English script is _the most beautiful_ of all? (beautiful)

King Saud University is ____________ in Saudi Arabia. (large)

My father's English is ____________ mine. (fluent)

Joe was ____________ Pip's sister. (warm-hearted)

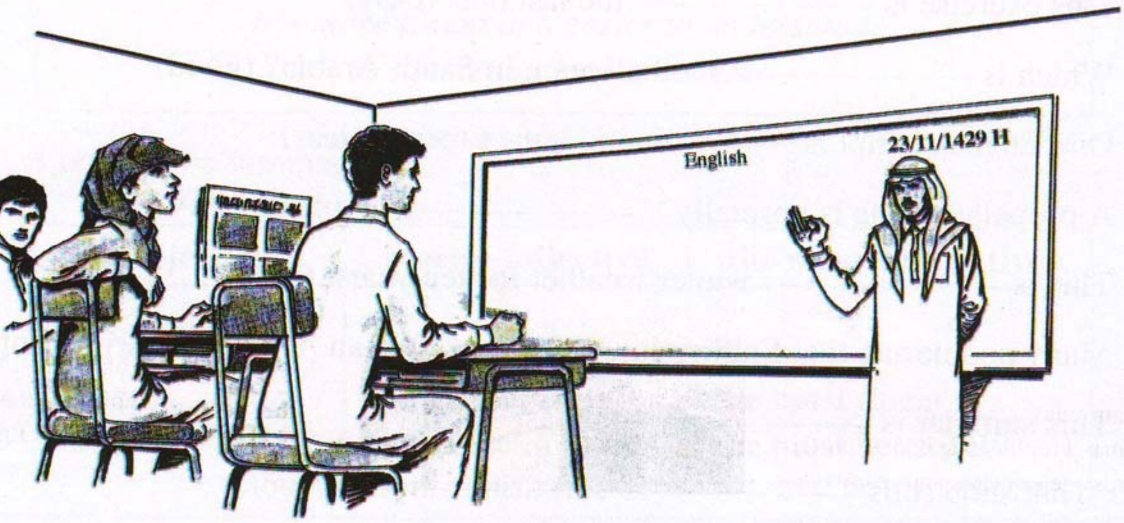
Who is ____________ person you know? (kind)

That restaurant makes ____________ *kapsa* in town. (good)

People say that Arabic is ____________ English to learn. (difficult)

n the world in general, tea is ____________ coffee. (popular)

Is learning grammar ____________ learning new words? (important)

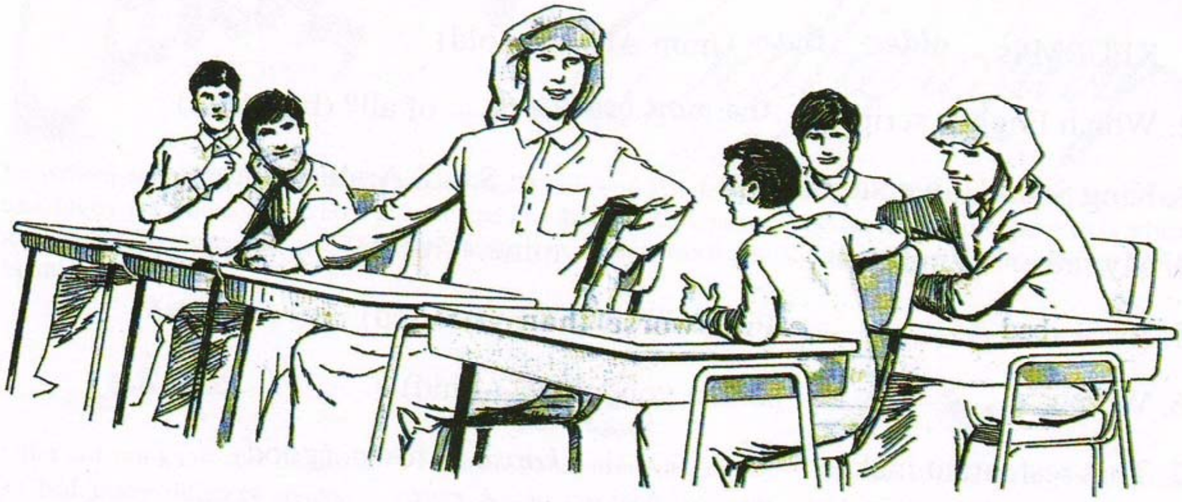


UNIT 5 Lesson 3

Grammar

A. Use the words in brackets to complete the sentences.

Decide if you should use *-er* or *-est.* The first two are examples.



1. Khaled is ___the tallest___ student in the class. (tall)
2. That car is ___safer than___ the other one. (safe)
3. This exercise is ______________ the last one. (easy)
4. Which is ______________ football team in Saudi Arabia? (good)
5. One English script is ______________ the others. (clear)
6. A propeller plane is normally ______________ a jet plane. (slow)
7. This is ______________ winter weather for ten years. (bad)
8. Many people say that English is ______________ than Arabic to learn. (simple)
9. This summer is ______________ the last. (hot)
10. That shop sells ______________ soft drinks in town. (cold)

Look at this summary:

adjective	—— er	—— est
slow	slow**er than**	**the** slow**est**
clear	clear**er than**	**the** clear**est**
safe	saf**er than**	**the** saf**est**
simple	simpl**er than**	**the** simpl**est**
easy	eas**ier than**	**the** eas**iest**
good	**better than**	**the best**
bad	**worse than**	**the worst**

Longer Adjectives

All the adjectives in 1,2, and 3 above are short. All of them (except easy) have only one syllable.

Longer adjectives (with more than one syllable) do not usually add ---*er* --- or---*est.* Instead, the word ***more*** or ***the most*** are put in front of them.

Do you remember these examples from the conversations on page 58?

*It's **more fluent** and easier to understand.*
*It's faster and **more correct.***

Look at this summary:

adjective	more + adjective	the most + adjective
correct	**more** correct **than**	**the most** correct
fluent	**more** fluent **than**	**the most** fluent
beautiful	**more** beautiful **than**	**the most** beautiful

Comparing more than two People or Things:

2

Look at this sentence from the conversation:

But, I'm doing my best.

Remember that we add-*est* to many adjectives when we want to compare **more than two** people or things, and the word **the** (or words like my, John's etc.) is written before the adjective.

clear .... **the** clearest
fast .... **the** fastest

But remember these spelling rules.

If the adjective ends with an ***e***, add ***st*** only:

safe .... **the** safest
simple .... **the** simplest

If an adjective ends with a ***y***, change the ***y*** to ***iest.***

easy .... **the** eas***iest***

And remember that some adjectives are irregular.

good .... **the best**
bad .... **the worst**

RAMMAR

omparing People and Things (Revision)

Comparing two People or Things

Look at these sentences from the conversations in lesson 2:

Your brother's handwriting is better than yours.
It's clearer than yours.
It is easier to understand than yours.
It is faster than yours.

Remember that we add-*er* to many adjectives when we want to compare two people or things, and add than if we name both:

clear .... clearer(**than**)
fast .... faster (**than**)

But remember these spelling rules:

If an adjective ends with an ***e***, add ***r*** only:

safe .... safer (**than**)
simple .... simpler (**than**)

If the adjective ends with a ***y***, change the ***y*** to ***ier.***

easy .... easier (**than**)

And remember that some adjectives are irregular:

good .... better (**than**)
bad .... worse (**than**)

RAMMAR

omparing People and Things (Revision)

Comparing two People or Things

Look at these sentences from the conversations in lesson 2:

Your brother's handwriting is better than yours.
It's clearer than yours.
It is easier to understand than yours.
It is faster than yours.

Remember that we add-*er* to many adjectives when we want to compare two people or things, and add than if we name both:

clear .... clearer(**than**)
fast .... faster (**than**)

But remember these spelling rules:

If an adjective ends with an *e*, add *r* only:

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UNIT 5 | Lesson 2

ONVERSATION PRACTICE

Practise repeating part of the conversation from lesson 1 with your teacher:

Practise the conversation in column A below.

	A	B	C
person:	Your *handwriting* is terrible. You should try to improve it.	*spoken English*	*arithmetic*
d Person:	But I'm doing my best.		
person:	No, you aren't. Look at your brother's *handwriting*. It's much better than yours. It's clearer and easier to read.	*Listen to spoken English more fluent easier to understand*	*Look at arithmetic faster more correct*
d Person:	Oh, yes. But he's taken a special course. It was called		
t person:	*Calligraphy*. Yes, I can tell.	*Spoken English*	*Night School Maths*

Make more conversations, but this time use the words in B and C columns.



UNIT 5 Lesson 2

ONVERSATION PRACTICE

) **Practise repeating part of the conversation from lesson 1 with your teacher:**

) **Practise the conversation in column A below.**

	A	B	C
person:	Your *handwriting* is terrible. You should try to improve it.	*spoken English*	*arithmetic*
d Person:	But I'm doing my best.		
person:	No, you aren't. Look at your brother's *handwriting*. It's much better than yours. It's clearer and easier to read.	*Listen to spoken English more fluent easier to understand*	*Look at arithmetic faster more correct*
d Person:	Oh, yes. But he's taken a special course. It was called		
t person:	*Calligraphy*. Yes, I can tell.	*Spoken English*	*Night School Maths*

) **Make more conversations, but this time use the words in B and C columns.**



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